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ABSTRACT

Geographic illiteracy is prevalent in schools today. The objectives of this practicum were to increase 85 percent of the target group's geographic knowledge by 40 percent and to increase parental involvement with the academic success of the student by 40 percent. Activity sheets were created covering political boundaries, landforms, neighboring nations, and practice/review maps. A student/parent/teacher communication form was developed. It was noted that geographic literacy was increased. Appendices include pre/posttest, student/parent/teacher communication form, student/parent/teacher awareness checklist, activities checklist, and pre/posttest percentage comparison. (Author/DB)

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ENHANCING GLOBAL AWARENESS THROUGH SIMULATED TRAVEL

by

Denise E. Morlan

A Practicum Report

Submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science.

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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Signed Denise E. Morlan

ABSTRACT

Enhancing Global Awareness Through Simulated Travel
Horlan, Denise E., 1990: Practicum Report, Nova University, The Center for the Advancement of Education.
Descriptors: Global Awareness/Cultural Awareness/Area Studies/Physical Geography/Geography/Geographic Regions/Political Divisions/World Geography/Elementary Education/Elementary School Students/Intermediate Grades

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Appendix J

Nova University
Center For The Advancement of Education
3301 College Avenue
Fort Lauderdale, FL 33314

Observer Verification Form

Verification of Practicum Activity

Dear Observer:

Practicum students in Nova's M.S. and Ed.S. programs are asked to provide external verification that the project activities reported in their final practicum documents took place as described. You have been designated an observer to fulfill this confirmation function by the student named below. On this sheet, then, please write a note attesting to your knowledge of the project activity described in the final practicum report to which this will be attached. (Note that you are not asked to evaluate or make judgments about the quality of the project.)

Practicum Title Enhancing Global Awareness Through Simulated Travel

Student's Name Denis E. Morlan

Program Site Trafalgar Middle School Date June 1, 1990

Observer's Name Keith C. Lindahl Keith C. Lindahl
(please print---------and sign)

Observer's position Assistant Principal Phone # (813) 283-2001

Observer's comment on impact of the project (handwritten):

I verify this project took place during the 1989-90 academic year. Ms. Morlan provided me with an outline prior to the beginning of the project, kept me informed as to the project's progress and provided me with her own perceptions of its evaluative nature at the project's completion. In addition I had the opportunity to speak informally with a number of students involved in the project. K. Lindahl 5/31/90

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CHAPTER I

Purpose

The setting for this practicum was a new middle school. There were 30 elementary schools, 12 middle schools, seven high schools, four exceptional student schools, two alternative and one vocational-technical school in the school district. The school district was located in Southwest Florida and was one of the five fastest growing counties in the United States. The 1980 census showed a total population of 205,266. The total population projection for 1993 is 341,148.

The middle school was located in a middle-to-upper socio-economic community with a total population according to the 1980 census at 32,103. Total population projected for 1993 is 61,308. The population by race in the 1980 census was as follows: White - 99 percent, Black - 0.3 percent, Carribean Island Americans -1.4 percent, and other - 0.7 percent. Unemployment has been well below the national average. Occupations were classified as follows: management - 13 percent, professional - 9.2 percent, services - 38.7 percent, technical - 2.3 percent, administration/clerical - 17.2

percent, sales 19.7 percent. In the community 11,115 were enrolled in kindergarten through high school. Of the adults over 25 years of age 25.6 percent completed 0-11 years of education, 40.4 percent completed 12 years of education, 18.9 percent completed 13-15 years of education and 15.0 percent completed 16+ years. The total median for years completed in education was 12.6 years. In 1980 the median household income in the community was $17,224. The average per capital income was $7,260 (Demographic Study, 1989).

The school staff consisted of three building administrators, 42 instructional personnel, two guidance counselors, one time-out room supervisor, three secretaries, one visiting teacher, one part-time deputy, one part-time psychologists, one school nurse, one part-time occupational specialists, two exceptional student education assistants, and two teacher assistants. The student body had a population of 840. There were 280 sixth grade students, 285 seventh grade students, and 275 eighth grade students. Four ethnic groups were represented in the school population: 75 percent White-Non-Hispanic, 19 percent Black Non-Hispanic, .05 percent Carribean Island American, and .005 percent Southeast Asian Americans. The average class size was 32 students.

The author was a regular seventh grade geography instructor. The primary responsibilities of the author were: (1) to provide instructional organization and development; (2) to present subject matter that resulted in student achievement; (3) to provide positive communication, both verbal and non-verbal; (4) to provide a safe and orderly environment.

Simple tests of global literacy at all levels of educational systems have revealed a shocking lack of even the most basic geographic knowledge of the world (Gritzner, 1986). A pretest was administered to 31 students. The pretest consisted of a world map with geographical errors of the continents, countries, and bodies of water (Appendix A:26). The test results were based upon the Districts standard grading policy (Table 1). The test scores resulted in the following frequency of scores (Table 2).

The results indicated an enormous deficit in the basic location skills. Contributing factors were inadequate instructional-support materials and the failure of student/parent/teacher communication of academic expectations.

Enhancing global awareness can be achieved through the use of adequate instructional-support materials and parental involvement with academic success of the

students through more communications with the teacher. The ideal situation would be an awareness of geographic locations and the mastery of skills necessary to find information on locations. Parents should also be aware of the importance of these skills.

Table 1

District Grading Policy

Grade	Definition	Percent
A	Outstanding Progress	94 - 100%
B	Above Average Progress	85 - 93%
C	Average Progress	75 - 84%
D	Lowest Acceptable Progress	65 - 74%
F	Failure	0 - 64%

Table 2

Frequency Distribution of the Pretest

Score	Interval	Frequency
A	94 - 100	0
B	85 - 93	1
C	75 - 84	3
D	65 - 74	7
F	0 - 64	20

The author identified contributing factors which had a direct result on global literacy. Each of these factors was addressed by the author. The author selected, as the target group, one geography class which consisted of 31 seventh grade students. Over a period of nine weeks 85 percent of the target group will increase geographic knowledge of various countries by 40 percent as verified by a pre/posttest. (Appendix A:26). During the nine-week period, 40 percent of the target group will return student/parent/ teacher quiz awareness forms to the author (Appendix B:28).

CHAPTER II

Research and Solution Strategy

Review of Literature

The decline of geographic literacy can be traced back to a survey conducted at the University of North Carolina in 1984 (Florida Kiwanian, 1990). The survey was conducted at the University of North Carolina. Fifty-one percent of the college students surveyed were not able to name the two largest states and 78 percent could not name the two smallest states. During their junior high and senior high years, the students surveyed were not offered geography related courses (Table 3).

Table 3

University of North Carolina Survey

Students tested who	Percentage
could not name 2 largest states in U. S.	51%
could not name 2 smallest states in U. S.	78%
never had geography class in Junior High	62%
had no geography in Senior High	74%

A survey of the basic knowledge of geographic literacy was conducted by the CBS Affiliates in 1987 (Florida Kiwanian, 1990). Twenty-five percent of high school seniors surveyed could not identify Mexico as the country south of the Texas border. Sixty-two percent of the students' surveyed could not name all seven continents. Forty-eight percent of the students could not name three African countries. Thirty-nine percent of the students surveyed could not name three countries in South America. A direct result of the 1987 CBS Affiliates' survey was a movement by Gilbert Grosvenor and the National Geographic Society to begin a campaign to improve geographic literacy (Table 4).

Table 4

CBS Affiliates, 1987 Survey

Students could not	Percentage
identify Mexico	25%
name the 7 continents	62%
name 3 African countries	48%
name 3 South American countries	39%

The United States Department of Education and the National Geographic Society in 1985 administered an assessment of high school seniors' knowledge of geography. Most students did not demonstrate an understanding of the basic concepts of physical and cultural geography. Many did not correctly identify the locations of major countries, cities, and landmarks (Report on Education Research, 1990). Among the survey results as reported in the Fort Myers News-Press (2-8, 1990):

- On a world map, 87 percent identified Canada; 85 percent recognized the Soviet Union; 84 percent identified countries in the Middle East; 72 percent identified petroleum-exporting countries, and 71 percent located Latin America.
- Only 37 percent could find Southeast Asia and 37 percent incorrectly said that India is part of the region. Thirteen percent said that either Saudi Arabia or Brazil was in Southeast Asia.
- Only 27 percent could use a map to identify a likely area of soil erosion. But three-fourths of the students were aware that the United States is a major exporter of grain.
- Seventy-nine percent answered questions on the control of acid rain. 69 percent on pollution from pesticides.

The National Council for the Social Studies (NCSS) understood the need to change and improve the teaching of geography. The NCSS developed guidelines outlining the basic goals of social studies education. They suggest young people should be prepared to be human,

rational, participating citizens in a world that is becoming interindependent (Elder, 1987). The guidelines incorporated four goal areas for social studies: knowledge, abilities, valuing, and social participation.

Two major points of the social studies' guidelines were to provide the students with opportunities to understand the world as a whole, rather than a part of a system, and to see themselves as an active participant within that system. The NCSS recommends that social studies should emphasize:

1. That the human experience is an increasingly globalized phenomenon in which people are constantly being influenced by transnational, cross-cultural, multi-cultural, multi-ethnic interactions.
2. The variety of actors on the world stage.
3. That humankind is an integral part of the world environment.
4. The linkage between present social, political and ecological realities and alternative futures.
5. Citizen participation in world affairs. (Elder, 1987:205)

The viewing of the human race should be world-centered. Social studies should include multinational groups. The environment of man and nature should be seen as a single system. Emphasis should be placed on: (1) the dependence of man upon natural resources; (2) the fact that natural resources are limited; (3) the nature of the planets ecosystem; and (4) the impact of ecological

laws on human culture. The students should see the relationship between past, present, and future. Historical flashbacks are a good way to understand the relation of past to present. Students should be able to see present choices as links to possible alternative futures. Students should be shown that individuals and groups can take personal, social, and political action in international actions. The curriculum should demonstrate that everyone can be influenced by world events. It should help develop the understanding, skills, and attitudes needed to react effectively and responsibly to world events.

Education changes were suggested by NCSS include improvements in teaching global awareness that will require: (1) maximizing opportunities to ensure global education; (2) strengthening the existing programs; (3) expanding successful pilot programs; and (4) developing innovative teaching strategies to effectively teach global awareness (Elder, 1987).

According to Goodlad (1984), in the book A Place Called School, global studies were not found in the school surveyed. Comparative studies of cultures were not a basic part of the social studies curriculum. Goldman (1990) discussed the state of geographic instruction at different schools. The University of

Tennessee has helped the revitalization of geography by requiring geography as a course requirement of freshman. The University of Colorado has required a full-year course in geography for admission into the College of Arts and Sciences. Other states have begun programs that expand geography. The programs were not state mandated, but were developed because of the need to stress geography literacy. Schools in Las Vegas offered 27 weeks of world geography in the eighth grade. Pittsburgh schools opened magnet schools specializing in geographic and life sciences.

Every fourth grade pupil in Kentucky will have at least 20 minutes of geography beginning in the fall of 1990. Fifth and sixth graders will deal with other geographic topics. In 1993, Illinois will begin measuring student achievement in geography. The Davis School District in Farmington, Utah will begin a full-year geography course for its freshmen. Discussions of world geography will be incorporated into the curriculum of the fifth and sixth grades. At Central Junior High School, in White Bear Lake, Minnesota, the eighth graders will be taking a full-year course of geography. Most of the other schools will be combining anthropology, sociology, and history in a general social studies course.

John Goodlad stated that schools

> need to . . . provide situations that provoke and evoke curiosity, to develop in students concern for one's own performance in work and the satisfaction of meeting one's own standards . . .(1984:244).

Hunter stated that "You cannot motivate a learner, but you can arrange conditions that will increase the probability of the motivation to learn become stronger." (1986:31). Effective schools research has indicated student motivation can be influenced by: (1) concern - students generally fall into two categories; high level concern (fear of failing) and low level of concern (indifference); (2) feeling tone - a pleasant classroom environment increases students' motivation; (3) success - feelings of success increases success; (4) interests - interests can be developed by making learning meaningful to the student and by making learning vivid and exciting; (5) knowledge of results - students appreciate immediate feedback; (6) intrinsic-extrinsic motivation - intrinsic motivation is developed when the activity is the reward for the effort. Extrinsic motivation exists when the students receive the grade (Hunter, 1982).

Effective schools research has identified specific characteristics which provide optimum learning opportunities and achievement. Effective teachers

manage student conduct, communicate effectively, and provide student evaluation and feedback. Doll stated "Invention is needed in developing new communication practices." (1989:446). Little research has been reported on frequent parental communication. The teacher must develop new means to communicate frequently with parents.

Solution Strategy

Administrative support was requested from the middle school principal. The author designed instructional-support material that would incorporate affective and effective cognitive development. These materials would enhance learning experiences and encourage the student to fully explore the world and to recognize its significance upon life through simulated travel adventure. From the research, the author has concluded increased student motivation would have a positive impact upon student achievement in becoming geographically literate. The author used a check list to monitor the target groups' progress. The author administered a pretest and record the data. The author used check lists to monitor completion of student activities and parental information forms. A

posttest was administered and a comparison study completed.

CHAPTER III

Methodology

Following, in order of occurrences, are the tasks the author followed in implementing the practicum. The author obtained administrative support from the middle school principal to implement the practicum. The author created activities and gathered the necessary materials to be used by the target group. These materials enhanced learning experiences and encouraged the student to fully explore the world and to recognize its significance upon life through simulated travel adventure. During week one, the author distributed activity packets to the target group. These activity packets included politicial boundaries activity sheet, neighboring nations activity sheet, landform activity sheet, and practice/review maps. All global awareness activities were completed during 45 minute class periods.

Simulated travel activities for days one through five were used in the study of all seven continents. The following daily activities were completed by the target group, during week two through week eight:

Day 1.

Each student in the target group selected one country, calculated its distance from the United States, and calculated the cost of an airline ticket for the simulated travel adventure. Using an almanac and working in groups according to a specific country, the students completed a brief review of the specific country and shared this information with the class. The students explained why the specific country was selected and what new facts were learned about the specific country. Using the overhead projector, the author completed a political boundaries activity sheet while the students simuntaneously completed their political boundaries activity sheet. During the process of completing the political boundaries activity sheet, the author and target group discussed the important facts about customs, cities, climates, landmarks, and the economic activities of each country. A thorough location review was completed daily. The author distributed the student/parent/teacher communication form (Appendix B:28).

Day 2.

The target group completed a location review. Using the overhead projector, the author completed a landform activity sheet while the students

simuntaneously completed their landform activity sheet. Major rivers, mountain ranges, deserts, and bodies of water were identified and labeled on the landform activity sheet. A thorough landform review was completed.

Day 3.

The target group completed a location and landform review. Using the overhead projector, the author partially completed a neighboring-location activity sheet. The target group was required to identify and label the missing countries (neighboring countries). A review for this activity was completed by using flashcards to identify the neighboring countries.

Day 4.

Using whole-class computer-assisted instruction, the target group identified the countries on the location activity sheet. The target group used volunteer recitation and choral recitation to give feedback to the author. The author used random selection to check accurate individual responses. A review for this activity was a timed competition between groups, using the World Atlas Action computer program.

Day 5.

The author collected the student/parent/teacher communication form (Appendix B:28) and completed the student/parent/teacher awareness check list (Appendix C:30). The author collected the activity packet and completed the activities check list (Appendix D:33). The target group completed a location-review quiz.

At the end of week nine, the author administered a posttest to the target group (Appendix A:26). The author recorded the test results and completed a comparison using data from the pretest and posttest results (Appendix E:36).

CHAPTER IV

Results

The author's first objective was to increase 85 percent of the target group's geographic knowledge of various countries by 40 percent. The success of the increase in the target group's geographic knowledge was to be determined by the pre/posttest (Appendix A:26). Twenty-nine percent of the target group increased the posttest scores by 40 percent or more (Appendix E:36). The first objective was not met. However, all students in the target group showed an increase in posttest scores ranging from four percent to 70 percent (Table 5). The author's expectation of 85 percent of the target group increasing the posttest scores was not realistic.

The student/parent/teacher quiz awareness form was to be returned by 40 percent of the target group. This was the author's second objective. Fifty-two percent of the target group returned the student/parent/teacher quiz awareness communication forms one and three. Fifty-five percent of the target group returned the student/parent/teacher quiz awareness communication form two. Forty-two percent of the target group returned the

student/parent/teacher quiz awareness communication forms four and six. Thirty-nine percent of the target group returned the student/parent/teacher quiz awareness communication form five (Appendix C:30 , Table 6).

Table 5

Frequency Distribution of the Posttest

Score	Interval	Frequency
A	94 - 100	13
B	85 - 93	6
C	75 - 84	5
D	65 - 74	2
F	0 - 64	5

Table 6

Student/Parent/Teacher Awareness Statistics

Communication Form	Percent Returned
1	52%
2	55%
3	52%
4	42%
5	39%
6	42%

CHAPTER V

Recommendations

The enhancement of global awareness described in the practicum was a school-based adopted program. The activity packets (political boundaries, neighboring nations, landform activity sheets, practice/review maps, and student/parent/teacher quiz awareness communication forms) could be utilized in a county-wide geography program.

The National Council for the Social Studies stated improvements in teaching global awareness requires maximizing opportunities to ensure global education, strengthening the existing programs, and developing innovative teaching strategies to effectively teach global awareness. Strengthening existing programs and developing innovative teaching strategies could be included in the training programs offered by the District Teacher Education Center. Training programs could be school-based, county-wide, or regional. Training sessions could be held during professional days, evenings, weekends, or pre/post school days.

Global awareness could be enhanced by additional computer-assisted instructional location programs utilizing simulated travel. Hands-on geography projects could be a motivating factor in the study of geography.

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APPENDICES

APPENDIX A

Pre/Posttest

APPENDIX A

Pre/Posttest

HOW MANY MISTAKES ARE THERE IN THIS MAP?

APPENDIX B

Student/Parent/Teacher Communication Form

APPENDIX B

Student/Parent/Teacher Communication Form

Dear Parent/Guardian:

Your child will be taking a locations quiz covering _____. Please help your child prepare for this important quiz. Indicate below that you are aware of the quiz to be given on _____.

Thank You,

Ms. D. Morlan

_____ _____ _____

Date child's name parent signature

APPENDIX C

Student/Parent/Teacher Awareness Check List

APPENDIX C

Student/Parent/Teacher Awareness Check List

Student I. D.	Comm. 1	Comm. 2	Comm. 3	Comm. 4	Comm. 5	Comm. 6
A	X	X	X	X	X	X
AA	X		X	X	X	X
B						X
BB						
C	X	X	X			
D	X	X	X	X	X	X
DD		X	X	X		
E						
EE						
F	X	X	X			X
G	X	X		X	X	
H						
I						
J	X	X	X	X	X	
K						
L	X	X	X	X	X	X
M	X	X	X	X	X	X
N		X	X			
O	X					
P	X	X	X	X	X	X

Student I. D.	Comm. 1	Comm. 2	Comm. 3	Comm. 4	Comm. 5	Comm. 6
Q						
R		X		X		
S						
T	X	X	X	X	X	X
U						
V	X	X	X	X	X	X
W		X	X			X
X	X					
Y	X	X	X		X	X
Z	X	X	X	X	X	X

APPENDIX D

Activities Check List

APPENDIX D

Activities Check List

Student I.D.	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
A	X	X	X	X	X	X
AA	X	X		X	X	X
B	X	X	X	X	X	X
BB	X	X	X	X	X	X
C	X	X	X	X		X
D	X	X	X	X	X	X
DD	X	X	X	X	X	X
E	X	X	X	X	X	X
EE	X			X	X	
F	X	X	X	X	X	X
G	X		X	X	X	
H	X	X	X	X	X	X
I	X	X	X	X	X	X
J	X	X	X	X	X	X
K	X	X	X	X	X	X
L	X					X
M	X	X	X	X	X	X
N	X	X	X	X	X	X
O	X	X	X	X	X	X
P	X	X	X	X	X	X

Student I.D.	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
Q	X	X	X	X	X	X
R	X	X	X	X	X	X
S	X	X	X	X	X	
T	X					
U	X	X	X	X	X	X
V	X	X	X	X	X	X
W	X	X	X	X	X	X
X	X					
Y	X	X	X	X	X	X
Z	X	X	X	X	X	X

APPENDIX E

Pre/Posttest Percentage Comparison

APPENDIX E

Pre/Posttest Percentage Comparison

Student I. D.	Pretest Scores	Posttest Scores	Percentage Comparison
A	38%	96%	58%
AA	76%	81%	5%
B	65%	88%	33%
BB	65%	100%	35%
C	23%	54%	31%
D	58%	100%	42%
DD	62%	81%	19%
E	31%	42%	19%
EE	23%	88%	65%
F	92%	100%	8%
G	54%	100%	46%
H	38%	42%	4%
I	73%	92%	19%
J	81%	100%	19%
K	42%	62%	20%
L	50%	62%	12%
M	69%	88%	19%
N	69%	81%	12%
O	31%	81%	50%

Student I. D.	Pretest Scores	Posttest Scores	Percentage Comparison
P	69%	100%	31%
Q	62%	100%	38%
R	77%	85%	8%
S	23%	88%	65%
T	62%	76%	14%
U	62%	96%	34%
V	62%	100%	38%
W	23%	96%	70%
X	58%	69%	11%
Y	42%	100%	58%
Z	31%	73%	42%